

DUE: February 28, 2007, 4:30 pm

APPLICATION COVER SHEET

Iowa Department of Education
Grimes State Office Building
Des Moines, Iowa 50319

Application for ELL Technology Resource Grant

Applying Four-Year Institution

Program Director/Contact Person:

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Does this institution have an ESL endorsement program? yes, ESL K-12 endorsement

Consortium Community College Institution (if applicable) _____

Program Director/Contact Person:

Name _____
Title _____
Address _____

Telephone _____
Fax _____
E-Mail _____

Does this community college have an education program? _____

Statement of Assurances

Should a Technology Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.

English Language Learner Technology Resource Grant

Buena Vista University in Storm Lake, Iowa is committed to providing a high quality education to pre-service teachers who are planning to join the teaching profession. With the demands of the No Child Left Behind Act (NCLB) and an increased population of English language learners (ELL) in the state of Iowa and across the country's K-12 schools, more responsibilities are placed on institutions of higher education to prepare future teachers to cope with the educational needs of English language learners and to help them succeed in their workplace despite the growing demands of the profession. The Iowa Department of Education lists English as a Second Language among the teacher shortage areas in the state. (Source: Iowa Department of Education Website, Education Statistics) There is a critical shortage of certified ELL teachers; therefore, classroom teachers instruct ELL students without adequate preparation in ELL methodology, assessment development, and instructional resources

In addition, the Storm Lake public school district is in need of assistance with the high school, middle school, and alternative school being put on the watch list. Based on the 2005-2006 data, the number of students in the school district is 2,049 with 52.3% being Limited English Proficiency (LEP) students (Source: Iowa Department of Education Website, Education Statistics.)

In order to prepare pre-service teachers to successfully educate the growing number of English language learners, a well articulated, research-based curriculum grounded in the best classroom practices and professional standards is needed. For the curriculum to be named exemplary and to fulfill the needs of the pre-service teachers and teacher educators, an emphasis should be put on providing an opportunity to experience first-

hand authentic examples of ELL classroom teachers instructing their students. In order to accommodate this requirement, one needs to be exposed to such a setting; however, typical on-site college courses do not provide such an opportunity. Therefore, the English Language Learner Technology Resource Grant will ensure this opportunity is present for Buena Vista University students who are pursuing regular education majors as well as those who are adding an ESL K-12 endorsement.

The university offered the ESL K-12 endorsement to students in 2005 for the first time after a full time tenure track position in Teaching English as a Second Language was nationally advertised and filled by a faculty member who holds the doctorate degree in Administration, Curriculum, and Instruction with specialization in second language acquisition/foreign language education. The position required the faculty member to develop K-12 ESL endorsement programs for undergraduate and graduate students. While the undergraduate program is being taught on-site, the graduate program leading to a Masters degree is delivered through an on-line venue.

Program Goals, Objectives, and Outcomes

Four goals are proposed for this project, with objectives and outcomes following each goal. The goals are designed to build capacity, enhance professional growth, and yield results in the school districts during the life of the grant and well beyond it. Each goal reflects current needs for highly qualified teachers to meet the demands of the growing ELL student population. Following are the goals for this project.

Goals:

1. This project will facilitate implementation of research-based strategies for teaching English language learners in K-12 educational settings.

2 This project will support the professional growth of teacher educators, by providing a variety of instructional strategies and techniques to incorporate into their preparation of pre-service teachers.

3 This project will provide an opportunity for collaboration between classroom teachers, pre-service teachers, and teacher educators.

4 This project will enhance skills and competencies of pre-service teachers for effectively teaching ELL students thus helping them reach the highly qualified status for future employment in K-12 schools

Objectives and Outcomes:

Goal #1: This project will facilitate implementation of research-based strategies by pre-service teachers for meeting the needs of English language learners in K-12 educational settings

Objectives	Outcomes
Pre-service teachers will gain theoretical and practical application of research-based strategies grounded in best classroom practices.	Pre-service teachers will demonstrate the ability to successfully meet the needs of English language learners in a variety of field experiences.

Goal # 2: This project will support the professional growth of teacher educators by providing a variety of instructional strategies and techniques to incorporate into their preparation of pre-service teachers.

Objectives	Outcomes
Teacher educators will acquire and share new instructional strategies, sheltered	Teacher educators will incorporate these new strategies into their courses, inform

techniques, and formative assessment procedures for English language learners.	colleagues about research-based methodology, and disseminate results to a larger audience at professional development opportunities. Pre-service teachers, colleagues, and administrators will gain access to current methods and approaches to ELL instruction.
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Goal # 3: This project will provide an opportunity for collaboration between classroom teachers, pre-service teachers, teacher educators, and local Area Education Agency consultants

Objectives	Outcomes
Teacher educators, pre-service teachers, classroom teachers, and AEA consultants will share resources, ideas, and strategies on teaching ELL students	Teacher educators, pre-service teachers, classroom teachers, and AEA consultants will gain access to a wealth of expertise by sharing their knowledge in teaching English language learners.

Goal # 4: This project will enhance skills and competencies of pre-service teachers for effectively teaching ELL students thus helping them reach the highly qualified status for future employment in K-12 schools.

Objectives	Outcomes
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Pre-service teachers will obtain a provisional teacher licensure with a possibility of an ESL K-12 endorsement.	The number of pre-service teachers knowledgeable about strategies for linguistically and culturally diverse students will increase.
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Evaluation

The tools listed in this section will serve as measures to assess the effectiveness of the grant implementation and the degree to which outcomes are being realized. The evaluation plan is based on a model that involves the program director, program participants, and program staff/administrators as a team in the evaluation process. The plan addresses both formative and summative evaluation. Ongoing evaluation will provide the program staff and funding agency with feedback on outcomes of program goals and objectives and any recommendations for future ELL funding.

The primary responsibility for monitoring program activities and evaluation will rest with the program director, Dr. Ekaterina Koubek, assistant professor of Education/TESL. An external consultant from the Area Education Agency 8 will assist in the development of survey instruments, analyses of the data collected, and writing a report which meets the requirements of the funding agency and contributes to program improvement efforts. The details of the evaluation plan are in the following table.

Evaluation for Goal #1: This project will facilitate implementation of research-based strategies by pre-service teachers for meeting the needs of English language learners in K-12 educational settings.

Data Collected	Performance Measure	Timeline for Data Collection	Use of the Data

Evidence of pre-service teachers' enhanced knowledge of instructional strategies	Pre-service teacher pre- and post- self-assessments and surveys	During and at the end of each semester	Make appropriate modifications in courses and instruction if needed
Evidence of pre-service teachers' translation of theory to practice	Field experience evaluations by cooperating teachers and supervisors	Annually	Make appropriate adjustments in various field experiences
Evidence of new materials in line with Iowa Teaching Standards in one's Professional Portfolio	Administrative review of portfolio	At the conclusion of student teaching	Make appropriate modifications in instructional practices; Report to appropriate agencies

The Iowa Teaching Standards are the basis for the teacher evaluation system in Iowa K-12 educational settings. Teachers are required to prepare a portfolio of artifacts that demonstrate competency in these standards. (Source: Iowa Area Education Agency Website) Buena Vista University requires pre-service teachers to produce appropriate artifacts from their coursework and field experiences to demonstrate competency in the appropriate standards.

Evaluation for Goal # 2: This project will support the professional growth of teacher educators, by providing a variety of instructional strategies and techniques to incorporate into their preparation of pre-service teachers.

Data Collected	Performance Measure	Timeline for Data Collection	Use of the Data
Evidence of increased teacher educator knowledge of research-based teaching strategies	Pre- and post- teacher educator surveys; Dean's observations of teacher educators' instruction; End-of-the-semester instructor/course evaluation by pre-service teachers	Each semester	Adjust course content; Make appropriate modifications in instruction
Evidence of dissemination of newly acquired teaching strategies	Obtain participant evaluations on Likert scale questionnaire based on conference presentations	Once per year during ICLC and/or MIDTESOL conference	Report to appropriate agencies

As an end-of-course/instructor evaluation, a student instructional report (SIR II) will be used. The SIR II is a reliable and valid summative assessment tool aimed to:

“identify areas of strength and/or areas for improvement; provide information on new

teaching methods or techniques used in class; and provided feedback from students about their courses”. (Source: Educational Testing Service.)

Evaluation for Goal # 3: This project will provide an opportunity for collaboration between classroom teachers, pre-service teachers, teacher educators, and local Area Education Agency consultants.

Data Collected	Performance Measure	Timeline for Data Collection	Use of the Data
Evidence of organizing a successful MIDTESOL conference	Conference evaluations	Fall 2008	Report to appropriate agencies
Evidence of successful in-service workshops	Workshop evaluations	Annually	Make appropriate modifications for future collaboration relative to meeting the needs of ELL K-12 students

The project director, Dr. Koubek, was nominated to be a conference chair for MIDTESOL 2008 conference, which will be held in Iowa. Her responsibilities include organizing this conference: place, time, presenters, exhibitors, etc. In order to accomplish this goal, cooperation among colleagues is necessary. The networking and sharing of ideas among all constituencies involved will make this conference successful.

The expertise of teacher educators trained in meeting the needs of English language learners can be shared through various venues including in-service workshops and training sessions for cooperating teachers, pre-service teachers, and supervisors.

Evaluation for Goal # 4: This project will enhance skills and competencies of pre-service teachers for effectively teaching ELL students thus helping them reach the highly qualified status for future employment in K-12 schools.

Data Collected	Performance Measure	Timeline for Data Collection	Use of the Data
Program completion data	Obtain numbers of graduates from Registrar's Office	Conclusion of the university program	Report to appropriate agencies
License application	Obtain numbers of graduates from Certification Officer	Conclusion of university program	Report to appropriate agencies

Sustainability

Buena Vista University is committed to continue its efforts in training pre-service teachers to meet the K-12 student needs, especially the needs of English language learners. This effort is an ongoing process that rests on collaboration among school districts, Buena Vista University, and the Area Education Agency 8. The university has been supporting the school districts' efforts to bring a variety of experts to provide workshops such as Love and Logic and Poetry Alive for pre-service and in-service teachers. Pre-service teachers have been participating in after school programs including mentoring, reading, helping with homework in math, science, language arts, etc. and

tutoring students in English as a second language. The director of field experiences of Buena Vista University provides sessions for all cooperating teachers, student teachers, and supervisors on how to meet the Iowa Teaching Standards, especially how to differentiate instruction, use alternative assessment techniques, and accommodate English language learners in mainstream classes.

Through the Teacher Quality Enhancement Grant Program (TQELL) from the Iowa Department of Education, two teacher educators from the School of Education and three pre-service teachers participated in Iowa Culture and Language Conference (ICLC) in February, 2007. This professional activity provided all participants with valuable networking opportunities, instructional resources, and ideas on how to improve student achievement of ELL students in K-12 settings.

This grant will permit Buena Vista University to provide educational opportunities for pre-service and in-service teachers as well as for teacher educators through the use of IP Video Conferencing Units, which will promote meaningful interaction and collaboration among appropriate constituencies. It will also allow pre-service teachers and teacher educators to learn more about the English language learners including their needs, research-based instructional strategies, and valid and reliable assessment.

This project will demonstrate sustainability beyond the life of the grant because it will prepare certified teachers for the teaching profession who will continue to employ the knowledge gained by the English Language Learner Technology Resource Grant.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

Applying Four-Year Institution):

<u>Kline Capps</u>	<u>Dean, School of Education</u>
Typed or Printed Name of Authorized Official	Title
<u>Kline Capps</u>	<u>2-21-07</u>
Signature of Authorized Official	Date

Consortium Community College Institution (if applicable):

_____	_____
Typed or Printed Name of Authorized Official	Title
_____	_____
Signature of Authorized Official	Date

Please submit to Mary Beth Schroeder Fracek, Iowa Department of Education,
Grimes State Office Building, Des Moines, Iowa 50319-0146
by February 28, 2007, 4:30 p.m.